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GENERAL OBSERVATIONS ON THE RESULTS OF THE SURVEY OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, FALL 1965.

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A SURVEY OF 83.5 PERCENT OF THE SCHOOL DISTRICTS OF CALIFORNIA SHOWS THAT IN 1965 (THE YEAR THAT FOREIGN LANGUAGE STUDY WAS MADE MANDATORY IN THE SIXTH GRADE) ENROLLMENTS IN ELEMENTARY SCHOOL (K-8) WERE 573,355, COMPARED WITH 187,294 IN 1961, THOUGH FEWER STUDENTS WERE STUDYING A FOREIGN LANGUAGE IN GRADES K-4 THAN IN 1961. THE ENROLLMENTS IN SECONDARY SCHOOLS INCREASED 9.9 PERCENT OVER THE PREVIOUS YEAR. SPANISH CONTINUES TO BE MORE IN DEMAND THAN FRENCH OR GERMAN, AND THE CLASSICAL LANGUAGES ARE OFFERED IN FEWER SCHOOLS THAN FORMERLY. SOME SIXTH-GRADE PUPILS MEET THE STATE'S FOREIGN LANGUAGE REQUIREMENT THROUGH ENROLLMENT IN PRIVATE COURSES, AND THE NUMBER OF EXEMPTED STUDENTS MAY INCREASE AS THE LAW IS EXTENDED TO THE SEVENTH AND EIGHTH GRADES. THE AVAILABILITY OF LABORATORIES IS ON THE INCREASE IN SECONDARY SCHOOLS, AND TELEVISION OR OTHER PROGRAMED INSTRUCTION WHICH MAY SUPPLEMENT SECONDARY-LEVEL TEACHING IS USED PARTIALLY OR TOTALLY FOR MANY ELEMENTARY SCHOOL COURSES. SECONDARY SCHOOL FOREIGN LANGUAGE TEACHERS GENERALLY HAVE HAD A FOREIGN LANGUAGE MAJOR OR MINOR AND TRAINING IN LABORATORY USE. IN ELEMENTARY SCHOOLS, SOMETIMES VISITING SPECIALISTS OR, AT THE OTHER EXTREME, THE REGULAR TEACHERS WITH LITTLE OR NO FOREIGN LANGUAGE TRAINING GIVE THE INSTRUCTION. THIS REPORT INCLUDES STATISTICAL TABLES. IT IS ALSO AVAILABLE FROM THE OFFICE OF FOREIGN LANGUAGE PROGRAMS, CALIFORNIA STATE DEPARTMENT OF EDUCATION, 721 CAPITOL MALL, SACRAMENTO 95814. (GJ)

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GENERAL OBSERVATIONS ON THE RESULTS OF THE SURVEY OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, FALL 1965

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Foreign Language Programs

1. Fewer pupils in the lower elementary grades (K-4) are learning a foreign language than were in 1961.

2. The most common reason given by school districts in requesting exemption from the requirement of providing instruction in a foreign language was inability of the district to secure qualified teachers. Inability of the district to pay for the extra expense of foreign language instruction ranked second in number of responses.

3. Of the 573,355 pupils in public elementary school districts studying a foreign language, 543,800 were studying the Spanish language.

4. There has been a noticeable drop in the number of schools offering a classical language.

5. Fifth year courses are being taught in secondary schools in French, German, Latin, and Spanish.

6. Few school districts have received requests by parents to have their children exempted from study because the children are enrolled in private foreign language schools.

7. Television is used partially or totally in foreign language instruction for one-third of the sixth grade pupils.

8. Over 1,400 language labs of various types are being used in California public schools.

9. About 12 percent of the elementary school districts reporting have language laboratories. 75 percent of the unified districts, and 70 percent of the high schools returning questionnaires have labs.

10. Some 8,000 of the state's 10,000 foreign language teachers have had formal training in the audiolingual method.

11. About one-half of the state's foreign language teachers have a major or minor in a foreign language. Almost all of the foreign language teachers in high school districts have a major or minor in a foreign language.

12. A need for more teachers in French, German and Spanish was voiced by California's school districts.

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SURVEY OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, 1965-66

In the fall of 1965 the office of Foreign Language Programs sent a questionnaire to superintendents of all elementary and secondary school districts in California requesting information on foreign language programs. Results of that survey are summarized in this paper and include the following topics:

1. Number of public schools offering foreign languages
2. Foreign language enrollments in public schools
3. Foreign language courses given in private schools for sixth grade pupils
4. Approaches used in the teaching of foreign languages
5. Language laboratory
6. Training and education of teachers

Additional information on time devoted to foreign language instruction, placement practices, grouping practices, and instructional material used in foreign languages in elementary grades will be contained in the second installment of the report which will be forthcoming.

The Bureau of Elementary Education, California State Department of Education, gathered information on foreign language programs in the spring of 1961, which is contained in the November 1961 issue of the California Journal of Elementary Education. The reader may wish to make comparisons between the two surveys to note the trend in the foreign language enrollment through the impact of mandated instruction. It is interesting to note that although the 1965 figures show a total foreign language enrollment of 573,355 in grades K-8 (compared with 187,294 in 1961), the number of pupils in grades K-4 studying foreign languages in 1965 is less than it was in 1961.

The following data were obtained from questionnaires received from California elementary and secondary school districts based upon October 1965 enrollments. A total of 1134 districts out of 1357 California public school districts (as of December 24, 1965) responded, or 83.5%. Of the total number of completed questionnaires received, 799 were from the 998 elementary school districts; 136 responded from the 168 high school districts. Although there were 191 unified school districts in December 1965, a total of 199 questionnaires came in from unified districts. This contradiction can be explained rather easily: a number of districts became unified during this time and some, anticipating unification, identified the questionnaire as coming from a unified district. Some newly unified districts returned the questionnaire later than December 1965, the date when 191 districts were in existence.

Exemption from Foreign Language Instruction

Although foreign language instruction in grade six was mandatory during the 1965-66 school year, 93 districts were granted exemption from required instruction in a foreign language for that school year. Although some 93 districts received exemption, twelve of the larger exempted districts nevertheless gave foreign language instruction to 14,979 of their pupils in the sixth grade who could have been exempted. About 24,000 sixth grade pupils did not receive foreign language instruction in districts receiving exemption during the school year 1965-66.

TABLE I

REASONS GIVEN FOR REQUESTING EXEMPTION BY THE NINETY-THREE DISTRICTS WHICH HAVE BEEN GRANTED EXEMPTION FROM THE REQUIREMENT OF PROVIDING INSTRUCTION IN A FOREIGN LANGUAGE IN GRADE SIX DURING THE SCHOOL YEAR 1965-66

In some instances, a school district has used more than one of the following reasons for requesting exemption:

(a) The district is unable to secure the qualified teachers necessary for such instruction and is unable to provide supplementary instructional services and materials that would enable regular classroom teachers to teach successfully a foreign language included in the course of study. 43 districts.

(b) The October enrollment in a grade immediately below the grade for which an exemption is requested reported by the district for the year prior to the year for which exemption is sought was 12 pupils or less. 25 districts.

(c) Each class in a grade for which an exemption is sought is housed in a classroom with at least one grade below grade 6. 22 districts.

(d) Two or more foreign languages are taught in both the seventh and eighth grades of a school operated by either: (1) The applicant district, or (2) The high school district in which is included an elementary school for which an application is made. 18 districts.

(e) Financial burden. 29 districts.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Schools Teaching Foreign Languages

Statistics on elementary schools participating in foreign language education may give the reader an idea of the number of schools involved in the survey and whether the foreign language offered was modern or classical.

TABLE II

NUMBER OF CALIFORNIA PUBLIC ELEMENTARY SCHOOLS
OFFERING FOREIGN LANGUAGES, K-6 OR K-8

Number of schools that	K-6 or K-8
Offer no foreign languages	377
Offer only classical languages (Latin, classical Greek)	none
Offer only modern foreign languages	3836
Offer classical and modern foreign languages	19

One significant indication from the data in Table III, when these figures are compared with similar figures from the 1964-65 report, is the reduction in the number of schools offering classical languages. In 1964-65, 584 schools offered both classical and modern foreign languages; in 1965-66 the figure dropped to 472 schools. The number of schools which offered only classical languages dropped from nine schools in 1964-65 to one school in 1965-66.

TABLE III

NUMBER OF PUBLIC SECONDARY SCHOOLS OFFERING FOREIGN LANGUAGES
FALL 1965

Number of schools that	Jr.HS 7-8	Jr.HS 7-9	Jr.-Sr. HS 7-12	4 Yr. HS	Sr.HS 10-12	Totals
Offer no foreign language	9	0	0	2	0	11
Offer only classical languages (Latin, classical Greek)	0	0	0	0	1	1
Offer only modern foreign languages	153	256	26	192	69	696
Offer classical and modern foreign languages	17	81	3	253	118	472

Enrollments

Table IV shows the enrollments in California public elementary schools for the school year during which the survey was made. Total enrollment in all grades, kindergarten through grade 12 in the fall of 1965 was 4,121,442.

TABLE IV

TOTAL ENROLLMENTS IN PUBLIC ELEMENTARY SCHOOLS, 1965-66

K	Grade 1	Grade 2	Grade 3	Grade 4
364,816	365,660	345,987	343,051	333,001

Grade 5	Grade 6	Grade 7	Grade 8	Total K-8
320,878	318,579	151,832	146,164	2,689,968

Enrollments in public secondary schools in California increased somewhat in 1965 over the preceding year although the figures for grades seven and eight remained about the same.

TABLE V

TOTAL ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, 1965-66

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
162,395	158,566	302,130	292,206	273,211	242,966

The 1961 survey showed that well over ninety percent of all pupils studying a foreign language were enrolled in Spanish. The figures in Table VI make it clear that this trend is continuing. French is still in second place, and German continues to hold third position in enrollment. It should be pointed out that approximately half of the pupils enrolled in the seventh and eighth grades in California public schools are in elementary schools. The other half are in junior high schools and hence considered to be part of a high school district.

It should be remembered that the information contained in Tables II, III, VI, VII, and VIII represents only 83.5 percent of the districts in California; however the figures obtained do give significant indications of trends and practices in foreign language instruction in elementary and secondary schools.

TABLE VI

FOREIGN LANGUAGE ENROLLMENTS IN CALIFORNIA PUBLIC ELEMENTARY SCHOOLS
KINDERGARTEN THROUGH GRADE 8

Language	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Total K-8
Chinese (Mandarin)		1	1		1		36	10	69	118
*French	64	221	184	406	947	2,520	10,949	6,681	4,465	*26,497
German				93	28	3	768	968	800	2,660
Greek (Modern)	24									24
**Italian							31	62	18	111
Japanese				32			31			63
Latin									52	52
Russian								21	9	30
***Spanish	7,046	6,854	7,421	11,687	29,125	48,070	261,823	93,782	75,386	***543,800
Total	7,134	7,076	7,606	12,218	30,101	50,593	273,638	101,524	80,799	573,355
Esperanto				28	45	51	25			149

*French - Enrollment of 60 in combined classes of grades 1-2-3 is included only in total.

**Italian - Summer session enrollments of 245, grades 1-8, are not included.

***Spanish - Enrollments of 2606 in combined grades are included only in total:

1-2-3	200	5-8	18
4-5-6	31	6-7-8	83
5-6	923	7-8	1,351

The conclusions to be drawn from Table VI are well reflected in the recent publication of the Liaison Committee on Foreign Languages of the Articulation Conference, Foreign Language Articulation in California Schools and Colleges, under the section entitled "The Problem of Imbalance in Language Offerings." The imbalance of foreign language offerings in elementary schools, as pointed out in this survey, is great and emphasis upon one language will continue to have an adverse effect upon other languages if steps are not taken to correct this imbalance.

Seventh and eighth grade enrollments have been reported to the Modern Language Association of America separately from enrollments in grades nine through 12; for that reason these data were collected with this fact in mind and are reported in this survey in Table VII.

TABLE VII

SEVENTH AND EIGHTH GRADE FOREIGN LANGUAGE ENROLLMENTS
IN SECONDARY SCHOOL SYSTEMS, FALL 1965

Language	Grade 7	Grade 8
Chinese (Mandarin)	38	56
French	13,699	13,177
German	3,057	2,812
Latin	327	462
Russian		24
Spanish	58,814	45,615
General Language		552
Total	75,936	62,698

The designation of Course I, II, etc., in Table VIII is roughly equivalent to grades nine, ten, eleven and twelve. High school teachers of foreign language courses realize, however, that it is quite common for sophomores and juniors to be in a beginning foreign language course, and even seniors sometimes will begin the study of a foreign language.

TABLE VIII

FOREIGN LANGUAGE ENROLLMENTS IN GRADES NINE THROUGH TWELVE IN SECONDARY SCHOOL SYSTEMS, FALL 1965

Language	Course I (First year)	Course II (Second year)	Course III (Third year)	Course IV (Fourth year)	Course V (Fifth year)	Course VI (Sixth year)
Chinese (Mandarin)	322	143	75	14		
French	*51,506	34,626	14,694	5,135	351	
German	22,504	14,015	5,178	1,532	27	
Hebrew	70	45	48	1		
Italian	525	305	120	31		
Japanese	168	106		1		
Latin	12,994	8,588	2,653	1,029	8	
Russian	1,016	608	267	73		
Spanish	**113,939	**72,335	28,592	3,937	630	34
Total	203,044	130,771	51,627	11,753	1,016	34

*Included is a course entitled "Introduction to French" with an enrollment of 16.

**Included are the following courses and their enrollments:

Commercial Spanish, Course I	58
Conversational Spanish, Course I	585
Conversational Spanish, Course II	31
Introduction to Spanish, Course I	121

Summation of Enrollment Statistics for Secondary Schools

1. A comparison of total student enrollment with total foreign language enrollment in secondary schools as reported from 335 unified and high school districts for the years 1964-65 and 1965-66 shows that among our young people, a greater percent is studying foreign languages.

2. Even though the total number studying French increased, the percentage of increase in French (8%) has not kept up with the percentage of increase of those studying a foreign language (9.9%).

3. The percent of increase of those studying foreign language in 1965-66 compared to the enrollment increase was greater than in the previous year.

Percent of increase in total foreign language enrollment in secondary schools

1964-65	10%
1965-66	9.9%

Percent of increase in secondary schools in total student enrollment

1964-65	5%
1965-66	3.2%

4. Gains were made in enrollment in Mandarin Chinese (24%), German (14.5%), and Spanish (12.2%).

5. Percentages of decrease were noted in the following languages: Hebrew, Italian, Japanese, Latin, and Russian. Study of Arabic in 1964-65 (28 students) was dropped.

6. Total foreign language enrollments in grades seven through twelve in public secondary schools, 1965-66. (Figures in parentheses are from 1964-65.)

Chinese (492)	648
French (122,005)	132,837
General Language (791)	552
German (41,984)	49,125
Hebrew (182)	164
Italian (984)	981
Japanese (731)	275
Latin (29,748)	26,053
Russian (2,324)	1,988
Spanish (284,315)	323,896

7. Percent of increase in total foreign language enrollment in secondary schools, grades 7 through 12.

438,354	1963-64	
483,584	1964-65	10% increase over previous year
536,879	1965-66	9.9% increase over previous year

8. Percent of increase in total enrollment in secondary schools, grades 7 through 12.

1,315,132	1963-64	
1,384,603	1964-65	5% increase over previous year
1,431,474	1965-66	3.2% increase over previous year

9. Percent of increase or decrease in foreign language enrollment by language (grades 7 through 12). The figures in parentheses are for 1964-65 and were based on a comparison with the previous year.

Chinese (41%+)	24%+
French (3.6%+)	8%+
German (14%+)	14.5%+
Hebrew (37.8%+)	9.8%-
Italian (1.3%+)	.3%-
Japanese (340%+)	62.3%-
Latin (15.7%-)	12.4%-
Russian (7%+)	14.4%-
Spanish (12%+)	12.2%+

10. The 9.9% increase in foreign language enrollment is applied to each language to determine if the foreign language enrollment is keeping pace with the normal increase.

Chinese	+24%	-9.9%	= 14.1%	<u>increase</u> when compared with normal increase
French	+ 8%	-9.9%	= 1.9%	decrease when compared with normal increase
German	+14.5%	-9.9%	= 4.6%	<u>increase</u> when compared with normal increase
Hebrew	- 9.8%	-9.9%	= 19.7%	decrease when compared with normal increase
Italian	- .3%	-9.9%	= 10.2%	decrease when compared with normal increase
Japanese	-62.3%	-9.9%	= 72.2%	decrease when compared with normal increase
Latin	-12.4%	-9.9%	= 22.3%	decrease when compared with normal increase
Russian	-14.4%	-9.9%	= 24.3%	decrease when compared with normal increase
Spanish	+12.2%	-9.9%	= 2.3%	<u>increase</u> when compared with normal increase

Exemption of Pupils Enrolled in Private Courses of Foreign Language Instruction

Only seven unified school districts listed sixth grade pupils exempted from sixth grade foreign language instruction because of private instruction in a foreign language. (Education Code, Section 7604 (e) 5.) Some 723 pupils are learning French, German, or Spanish. Three elementary districts reported a total of 46 sixth grade pupils learning German, Hebrew, Sioux, and Spanish. It is anticipated that more requests will be made by pupils attending private foreign language schools for exemption from public school instruction when grades seven and eight are included under the foreign language law.

Television

The next series of questions dealt with approaches used in the teaching of foreign languages in California public schools, kindergarten through grade twelve. Twenty-two districts (eighteen elementary and four unified school districts) reported that the foreign language instruction was done solely by television. None of the high school districts reported the sole use of television for foreign language instruction. This question was answered in 847 questionnaires.

To the question "Is the foreign language program taught partly by television?" which was answered by 982 districts, are the following affirmative responses: 214 elementary districts, 63 unified districts; and 1 high school district. Of the 318,579 sixth grade pupils in California public schools, 111,853 of them (28,767 in elementary districts, 83,086 in unified school districts) were using television partly or solely in the foreign language instruction. Twenty school districts (12 elementary, 7 unified, 1 high school district) were using closed circuit television. Most of the foreign language programs on closed circuit and from local television stations presented instruction in Spanish. A few districts (5 elementary, 7 unified, and 1 high school district) were using a television program in French.

Programmed Instruction

Another part of the survey concerns programmed instruction--self-instructional materials in a foreign language. A total of 927 districts responded to the question, and although many of the detailed comments evidence that the term "programmed learning" means many things to educators, fifteen districts (4 elementary, 9 unified, and 2 high school districts) did report using self-instructional materials in French, German and Spanish.

Regular Teachers, Specialists, and Consultants

A third section on the teaching of foreign language concerned the kind of teacher employed for foreign language instruction. Of the 961 responses, 908 districts reported that instruction in foreign language is given by a regular teacher. Visiting specialists are used by 245 school districts (180 elementary and 65 unified). High schools do not use visiting specialists.

To the question "Do your teachers have special foreign language consultant help available?" 695 districts answered yes (496 elementary, 138 unified, 61 high school districts). Many districts mentioned receiving assistance from the county superintendent of schools office, from special consultants under NDEA Title IIIB, California State Department of Education, and from consultants in the office of Foreign Language Programs, California State Department of Education. A total of 261 districts said that no foreign language consultant help was available to the teachers in the districts.

Advanced Placement Program

The last part of the question on approaches used in the teaching of foreign languages concerned the Advanced Placement Program sponsored by the College Entrance Examination Board. Twelve districts are participating to some extent in the program (10 unified and 2 high school districts). The languages mentioned were French, German, Latin, and Spanish.

Language Laboratory

According to Foreign Language Laboratories in Schools and Colleges, the list of high schools having a language laboratory in 1957 was quite short. The eleven western states had only six labs, four being located in California--Alhambra High School, Cubberley High School in Palo Alto, Ramona Convent High School in Alhambra, and Saint Monica's High School in Santa Monica. Less than ten years later the number of language laboratories in California public schools had risen to 1,447. Early installations were of the "do-it-yourself" variety. Today simple or highly complex labs are installed by companies skilled in the trade and able to provide maintenance service.

Questionnaires were returned by 799 of the 998 elementary school districts; 107 districts reported having one or more language laboratories for a total of 192 labs. (Type I, 65 labs; Type II, 71 labs; Type IIA, 26 labs; Type III, 26 labs.[1])[2] Elementary districts reporting the arrangement of the laboratory listed 69 mobile, 61 classroom labs, and 30 labs permanently installed in a special room.

Of the 199 unified school districts reporting, 147 had one or more labs for a total of 971. (Type I, 351; Type II, 343; Type IIA, 165; Type III, 80.)[2] Those districts reporting the laboratory arrangement had the following: 264 mobile labs, 212 classroom labs, 431 special rooms with permanent installation.

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[1]Type I--listen only (earphones only); Type II--listen-respond (earphones plus activated microphone to feed back to the student's ears what he is saying); Type IIA--listen-respond in all booths with some stations or the console equipped with recording potential; Type III--listen-respond-record (earphones, microphone, plus a dual-channel recorder in each booth).

[2]Not all labs reported by districts were described as to type in the questionnaire.

A total of 136 high school districts of the total 168 returned questionnaires with 98 districts answering the section on language laboratories and reporting 284 labs. (Type I, 17; Type II, 75; Type IIA, 107; Type III, 83.) Fourteen labs were mobile, 82 were located in classrooms, and 167 were housed in a special room set aside for that purpose.

Teacher Training and Education

The training and education of teachers has a direct effect upon foreign language programs in California schools. Very often the choice of instructional materials, teaching approaches, and languages taught is based upon the ability of the teacher. The effective use of electronic equipment by teachers may be improved through their formal training at colleges, NDEA foreign language institutes, and inservice workshops. Almost all of the 1134 districts returning questionnaires completed the section on the training and education of teachers (1126 questionnaires). The total number of foreign language teachers in California public schools, kindergarten through the twelfth grade, was reported to be 10,530 (elementary 3,441, unified 5,803, and high school 1,286). Of these 5,326 have either a major or minor in the foreign language (elementary school teachers 888, teachers in unified school districts 3,235, and high school teachers 1,203). An uncontrolled variable which the reader should consider is the district's definition of a foreign language teacher. Did the individual filling out the questionnaire regard a teacher who merely switched on the classroom television receiver as a foreign language teacher? Was a teacher with relatively little training in foreign language considered to be a foreign language teacher? The statistics here do not answer these questions.

Some 8,123 teachers were reported having had formal training in the use of the audiolingual approach. This might have been at college, through an NDEA foreign language institute, or as part of an inservice workshop. Of the 1,286 foreign language teachers reported to be in high school districts, 1,037 have had such training. A total of 2,456 elementary school teachers and 4,630 teachers in unified school districts have had this formal training.

Over four thousand teachers have had formal training in the use of the language laboratory (elementary 699, unified 2,500, and high school teachers 879). Over three hundred districts have sponsored inservice training programs for their foreign language teachers (elementary 189, unified 119, and high school districts 25). In 1,039 questionnaires this section on training in the use of the language laboratory was completed.

About half of the districts reporting (612) in October 1965 could predict whether they would need additional staff for foreign language instruction by September 1966. The future need for teachers of Spanish was expressed most often although a few districts will be looking for teachers of French and German. Over three hundred districts could not predict need for additional foreign language teachers for the fall of 1966.

The second installment of this report will include the following topics: Time devoted to foreign language instruction, Placement practices, Grouping practices, Instructional material used in the elementary grades.